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Pre- and post-testing was done with children who participated in the pre-school program. The changes in IQ supported the hypothesis that pre-school training provided these children with a better background for success in regular school grades. Underachieving junior high school students participated in the pre-school program. They were divided into a control and experimental group, and more children in the experimental group progressed in their grades. The Inquiry Training method was based on the discovery approach to learning. It was used in an integrated group of non-disadvantaged and disadvantaged fifth and sixth grade children in the area of physical science. Testing showed disadvantaged children made more significant progress than the other children.

Reading opportunity teachers were placed in two elementary schools to provide special instruction for underachievers. Data were collected through the use of test results of control and experimental group testing. Significant improvement was noted in the reading ability and skills of children given special instruction. Split session reading was conducted in grades 1 through 6 which enabled teachers to work with small groups using a language arts approach. One school showed no significant change, but the other did make some gains in both reading vocabulary and comprehension. It was felt that over a period of time this method of scheduling students for reading would prove beneficial.

Evening counseling was held to better acquaint parents with school procedures and goals. The report contains statistics on the number of contacts made and the information gained from interviews on the family backgrounds. Recommendations of counselors were given, and continuation of the program was urged.

A project census was given covering the eight schools included in the compensatory education program. A budget breakdown for the McAteer Act for two years was also given.

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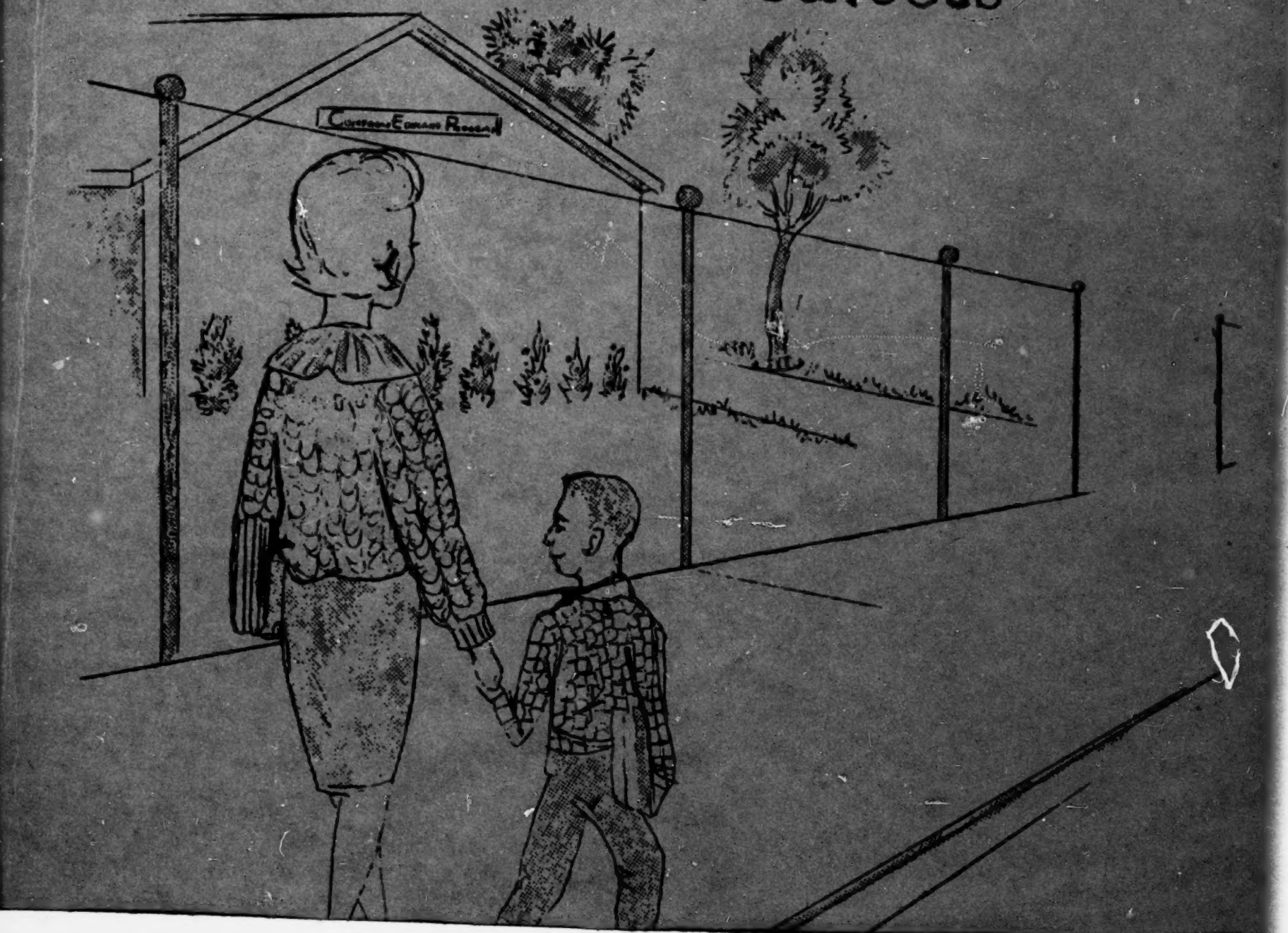
COMPENSATORY EDUCATION PROGRAM OF FRESNO CITY SCHOOLS



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Objective Report

STATISTICAL DATA
FROM
PILOT PROJECT IN COMPENSATORY EDUCATION

Final Report to the State Advisory Committee on Compensatory Education

Submitted by

Fresno City Unified School District

Board of Education

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William C. Meux, Clerk of the Board
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Ann Leavenworth, Member
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June 4, 1965

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PREFACE

The following report contains objective data concerning each experimental area in the total Fresno Compensatory Education Program. The data were compiled from detailed reports made by project personnel.

A complete narrative report is available upon request from the Fresno Compensatory Education Office.

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PRE-SCHOOL PROJECT

I. Description:

Two pre-school classrooms were established late in the 1963-64 school year for the purpose of providing experiences for children from low socio-economic and culturally different backgrounds. These experiences were designed to increase the ability of these students to function successfully as they entered kindergarten in the public schools. Development of vocabulary was emphasized and became the focus of many classroom activities.

II. Statistical Data:

In order to determine the results of the experiment, the Peabody Picture Vocabulary Test was administered individually to each child during March, 1964. A second test, using an alternate form, was administered in October, 1964. The third and final testing was completed in April 1965. The following was compiled from the results of those tests:

A. Six Children (full participation in program, 3/64-4/65).

1. Increase in MA: Average growth, 1 year 11 months in 1 year 1 month.

2. Increase in IQ:

Date	Average IQ	Range
3-64	76	59-96
10-64	83	71-103
4-65	98	90-112

3. Individual IQ change:

Child	IQ (1st test)	IQ (final test)
1	64	90
2	96	105
3	74	97
4	96	112
5	59	95
6	65	90

B. Sixteen Children (two tests administered covering 6 months participation in program, 10/64-4/65).

1. Increase in MA: Average growth, 9 months in 6 months.

2. Increase in IQ:

Date	Average IQ	Range
10-64	83	51-104
4-65	92	53-112

3. Individual IQ change (10/64-4/65):

Child	IQ (1st test)	IQ (final test)
1	104	107
2	82	75
3	89	110
4	82	82
5	68	73
6	96	112
7*	51*	62*
8	51	53
9	87	84
10	92	101
11	84	89
12	71	90
13	102	105
14	80	97
15	102	112
16	71	95
17	71	90

* invalid, sight problem

III. Interpretation of Data:

The changes in IQ support the hypothesis that pre-school training provides these children with greater potential for success as they enter the public schools.

A follow-up study on the kindergarten children who had attended the Compensatory Education Pre-School was made in October, 1965. The instrument used for this evaluation was Pupil Behavioral Characteristics Rating developed by the Department of Guidance and Testing of the Fresno City Schools. Teachers in five schools recorded subjective information concerning the students involved. Results indicated that students entering kindergarten with pre-school background were more capable of immediate adjustment to the classroom environment. In six months, however, all children had reached about the same degree of adjustment.

Objective follow-up testing will be administered these students as they progress in the grades. This will provide more substantial objective data than is presently available.

JUNIOR HIGH SCHOOL STUDENT PARTICIPATION IN PRESCHOOL

Underachieving junior high school students who, in the opinion of teachers and administrators had potential for academic success, were recommended for program participation. Students were divided into a control and experimental group.

I. Hypothesis:

Academic and behavioral improvement would result when underachieving students were provided with language activities which would prepare them for story reading and telling, games, and other vocabulary building activities in the preschool classroom .

II. Procedure:

During the first year of the program daily preparation periods were held with seventh grade students during their unscheduled first period. Active participation in the preschool was scheduled two days each week during unrelated class periods.

III. Evaluation:

Objective Data:

Experimental Group				Control Group			
		Total Points				Total Points	
IQ	CAT(Rdg 5th)	1st	2nd Semester	IQ	CAT (Rdg 5th)	1st	2nd Semester
81	6.2	10	15	83	4.4	10	8
85	4.5	13	12	85	5.1	16	15
87	4.2	12	12	88	4.5	13	13
92	6.2	17	18	89	5.0	12	17
94	5.8	16	19	90	4.1	14	13
94	5.2	21	21	93	4.6	16	16
95	4.6	12	15	94	5.0	15	14
96	6.8	18	20	97	5.4	13	10
98	4.6	16	14	105	6.5	8	11
106	5.7	18	19	105	5.5	9	9

Total Points = Total Grades: A-4 B-3 C-2 D-1 F-0

Students were enrolled in the program several weeks before first semester grades were given. Experimental and control groups were chosen at random from one hundred selections made by the faculty and administration of the junior high school.

In the experimental group; 6 progressed, 2 remained the same, 2 regressed.
In the control group; 2 progressed, 3 remained the same, 5 regressed.

SUCHMAN INQUIRY TRAINING METHOD

Experimental Project -- Suchman Inquiry Training Method Developed and Researched by J. Richard Suchman, Director of Illinois Studies in Inquiry Training, University of Illinois. Project Director -- Dr. George Avery, Fresno State College.

I. Description:

Inquiry Training method is based on the discovery approach to learning and was used to test these hypotheses:

A. Fifth grade non-disadvantaged students will make significant achievement by participating in Inquiry Method demonstration.

B. Environmentally disadvantaged fifth grade students will make significant achievement by participating in Inquiry Method demonstration.

C. Environmentally disadvantaged sixth grade students will make significant achievement by participating in Inquiry Method demonstration.

II. Experimental Design:

A. Subjects: Total N = 20

1. Non-disadvantaged N = 10
   Fifth grade students attending college laboratory elementary school.

2. Disadvantaged N = 10
   Fifth grade students N = 5
   Sixth grade students N = 5
   These students attending elementary school located in low socio-economic area.

3. IQ range = 80-125

B. Procedures:

1. Groups integrated in informal classroom situation.

2. Film viewing to present problem in Physical Science.

3. Children presented own theories related to problem.

4. Students gained information by formulating and presenting questions to teacher which could be answered "yes" or "no".

III. Statistical Data:

Measuring instrument: STEP (Educational Testing Services) Science Achievement Test grades 4-6
Pre-test -- Form 4-A
Post-test -- Form 4-B

Disadvantaged Group Fifth Grade	Pretest Form A raw score	Post test Form B raw score	Difference Form B - Form A	Pretest %ile	Post test %ile
1.	36	46	10	54	89
2.	18	29	11	12	11
3.	31	36	5	43	54
4.	30	33	3	38	48
5.	17	24	7	10	22
	mean= 26.4	33.6*	7.2*		

* mean

Sixth Grade					
6.	25	37	12	20	44
7.	38	46	8	20	44
8.	38	41	3	44	55
9.	39	50	11	50	88
10.	20	24	4	14	18
	mean= 32.0	39.6*	7.6*		

* mean

Non-Disadvantaged Group Fifth Grade					
1.	46	50	4	88	96
2.	47	45	-2	88	83
3.	47	52	5	88	83
4.	38	40	2	61	68
5.	32*	26*	-6*	39*	27*

*Dropped out after 2 sessions

Non-Disadvantaged Group Fifth Grade	Pretest Form A raw score	Post test Form B raw score	Difference Form B Form A	Pretest %ile	Post test %ile
6.	48	45	-3	92	83
7.	26	28	2	27	32
8.	34	39	5	48	68
9.	42	42	0	74	74
10.	44	36	-8	80	54
	mean= 41.3	M= 41.9	M= .6		

EXTENDED DAY PROGRAM
Teilman Elementary School

Dr. John Martin, Consultant
Fresno State College

Marcelline Comes, Teacher
Othene Thomas, teacher

Hypothesis

Children who are culturally different will show a significant increment in reading abilities when they are involved in an extended day program. The extended day will afford additional and diversified language experiences.

Experimental Design

I. Subjects:

A. The experimental group. Subjects in the experimental group will be second graders at the Teilman Elementary School.

B. The control group. The control group was selected from a second grade in a comparable setting.

II. Procedures:

A. A comparison of reading increment was made between the experimental and control from the fall of 1964 until the spring of 1965.

B. An experimental group used an extended day to provide experiences condusive to language development, such as: field trips, pictures (slides and motion pictures), a language experience approach to teaching reading, tape recorders, and some kinesthetic approaches.

C. The control group was given the approach normally followed in the school selected.

D. The following testing instruments were employed in this study:

1. CAT (Reading) pre and post-test. (Pre in October, and an alternative form in May).

2. CTMM

E. A small number of school parents were involved for these purposes:

1. Explaining the purposes of this study.

2. Getting their reactions, suggestions, and an interpretation of what the role of the school is; essentially, that these rules have much in common.

3. This nucleus became a steering committee for the project.

STATISTICAL EVALUATION

A comparison of mean increments between the experimental and the control groups and converting these data into "t" scores was the statistical approach employed. The pertinent data as yielded by the pre-test and the post-test on the CAT (Reading) is included in the following tables. These tables are largely self-explanatory.

TABLE I

Mean Increment From Pre-test
To Post-test (CAT, 1957 Norms)
Experimental Group

	Voc.	Comp.	Total
Boys and Girls (N-21)	1.3	.9	1.1
Girls (N-11)	1.4	1.0	1.2
Boys (N-10)	1.2	.8	1.0

TABLE II

Mean Increment From Pre-test
To Post-test (CAT, 1957 Norms)
Control Group

	Voc.	Comp.	Total
Boys and Girls (N-12)	.9	.9	1.1
Girls (N-5)	1.0	.6	.8
Boys (N-7)	1.0	1.1	1.0

TABLE III

Mean Difference of Increment
of the Experimental Over the Control Group

	Voc.	Comp.	Total
Boys and Girls	.4	0	0
Girls	.4	.4	.4
Boys	.2	-.3	0

TABLE IV

Results of Test For
Significance

	Voc.	Comp.	Total
Boys and Girls	*N	N	N
Girls	N	N	5%
Boys	N	N	N

*N = No significance

Interpretation of Data

A. The hypothesis is not supported by the data

B. It should be noted that while significance was found in only one area, this does not mean that the program was of little value. The small size of samples in this study tends to skew data

C. In Table I the apparent reading growth of the experimental group is slightly more than one would anticipate in a normal school year. Actually, this study covered a period of less than eight months. The least gain shown is 8 months

D. In Table III four of the nine cells report .4 mean increment for experimental over the control group. In spite of the -.3 evidenced in comprehension of the boys, the gains tend to be positive and sizeable. It might well be noted, too, that 5% level is regarded as a prime criterion for being significant, several of these items fell between 6-10% level. They were recorded in the Tables as showing no significance

E. It is believed that the Extended Day Program is deserving of at least another year's study. The mechanics of initiating a new program often tends to deter maximum results

READING OPPORTUNITY TEACHER

HYPOTHESIS

Children who are normal or above average potential, but who are underachieving in reading, will show increment in reading skills by being given special instruction.

Experimental Design

I. SUBJECTS

A. EXPERIMENTAL

1. Subjects were screened through tests CTMM and CAT in grades two and three to determine reading grade levels, strengths, and weaknesses; the following formula was used, as found in Bond and Tinker, Reading Difficulties; Their Diagnosis and Correction:

$$\text{Years in School} \times \text{Intelligence quotient} + 1 = \text{Expected Performance}$$

2. On basis of comparison of the expected performance with the observed performance, subjects were selected: ie. Performance lower than expectance.

(Carver) 3. There were three classes, two of which were Second Graders who have ability and are just on the borderline as to developing reading problems; and one class of Third Graders who have ability and are developing reading problems; and one class of Third Graders who have ability and are developing reading problems that are impairing their progress.

(Kirk) 4. The same as the above excepting Kirk has one class of Second Graders and Two groups of Third Graders.

B. CONTROL

1. Subjects in the control groups were matched with experimental subjects, intelligence scores and reading achievement test scores.

2. Control subjects were taken from the same classrooms as the experimental subjects.

II. PROCEDURE

A. The Reading Adjustment Teacher held special reading classes from 9:40 am
(Carver) to 11:40 am on Monday, Wednesday, and Friday of each week. These classes were given concentrated work in reading supplementing the regular classroom reading program. Special reading class from 9:40 am to 11:40 am
(Kirk) on Tuesday and Thursday of each week. Conference with parents and teachers on each Thursday afternoon from 1:00 pm to 3:00 pm.

III. STATISTICAL DATA

A. A comparison was made between the mean increments of the control groups and the experimental groups, evolving in the determination of the "t" value as a test of significance.

B. The pertinent data is included in the following four tables:

TABLE I

Mean Increment From Pre-test
To Post-test (CAT, 1957 Norms)
Experimental Group

	Voc.	Comp.	Total
Third Grade Boys and Girls (N=17)	.9	.9	.9
Third Grade Girls (N=7)	.8	1.0	1.0
Third Grade Boys (N=10)	.9	.9	.9
Second Grade Boys and Girls (N=21)	1.6	1.4	1.4
Second Grade Girls (N=11)	1.8	1.4	1.5
Second Grade Boys (N=10)	1.3	1.3	1.3

TABLE II

Mean Increment From Pre-test
To Post-test (CAT, 1957 Norms)
Control Group

	Voc.	Comp.	Total
Third Grade Boys and Girls	.6	.6	.6
Third Grade Girls	.7	1.0	.9
Third Grade Boys	.5	.3	.4
Second Grade Boys and Girls	1.1	1.1	1.0
Second Grade Girls	.9	1.1	1.0
Second Grade Boys	1.3	1.0	1.3

TABLE III

Mean Difference of Increment
of the Experimental over the Control Group

	Voc.	Comp.	Total
Third Grade Boys and Girls	+ .3	+ .3	+ .4
Third Grade Girls	+ .1	0	+ .1
Third Grade Boys	+ .4	+ .6	+ .5
Second Grade Boys and Girls	+ .5	+ .3	+ .4
Second Grade Girls	+ .9	+ .3	+ .5
Second Grade Boys	0	+ .3	0

TABLE IV

Results of Test for
Significance

	Voc.	Comp.	Total
Third Grade Boys and Girls	N*	N	5%
Third Grade Girls	N	N	N
Third Grade Boys	N	5%	N
Second Grade Boys and Girls	5%	N	5%
Second Grade Girls	5%	N	5%
Second Grade Boys	N	N	N

*N = no significance
% = level

IV. INTERPRETATION OF DATA

A. The hypothesis tends to be supported by the treatment of data.

B. Note that Table III shows marked increments favoring the experimental groups. With the exception of 3 of the possible 18 areas, the increment was weighted positively to the experimental treatment.

C. Table IV shows significance at the 5% level in 6 of the 18 areas. This is probably sufficient to warrant a continuation of the Reading Opportunity Teacher program as one facet of the Compensatory Education Program.

READING OPPORTUNITY TEACHER

Franklin Elementary School

I. Program Design

Fifteen underachieving reading students were chosen by the grade chairman from each grade level, 1 through 6.

Each student recommended was tested by the Reading Opportunity Teacher upon entrance and again upon release from the program.

Fifty-six students received instruction: nine first graders and forty-seven from grades 2 -6 .

A. First Grade Participants N=9

Level of readiness at outset was determined by use of Lee-Clark Readiness Test and final results were evaluated by comparison with pre-test predictions

1. Four students started group instruction having IQ of 90

2. Five students started group instruction with IQ range 71-83

3. All nine students received special instruction three days each week for twenty-five minutes. This continued for eight weeks

4. For the following six weeks the top four students were grouped with second and third grade students receiving instruction in the development of word recognition skills

5. At the end of the six week period special instruction for first grade students was terminated due to wide range of age and level of achievement. Grouping arrangements proved unsatisfactory

6. Comments of Reading Opportunity Teacher indicates that improvement was noted in listening ability, oral language and attitude

B. Second Sixth Grade Participants N=46

1. Testing

Pre and Post-testing conducted by Reading Opportunity Teacher using California Achievement Test forms w, x, y, and z.

Pre-testing results identified areas needing special instruction:

a. word recognition (including word form and picture association)

b. meaning of opposites

c. reference skills

d. vocabulary (math, science, social science and general)

e. interpretation of material

f. following directions

Students were scheduled for instruction three days each week for twenty-five minute periods.

2. Statistical Data

Pupils making no appreciable gain N=8.

Pupils making significant gain in area of special instruction N=38.

The following charts indicate: Average and individual years and/or months gain in each area of special instruction and length of instruction time.

a. word recognition N=5
(average gain = 1.2, average instruction time $3\frac{1}{2}$ months)

	Individual gain	Instruction time
1.	.4	4 months
2.	3.0	5 months
3.	1.0	4 months
4.	.4	3 months
5.	1.1	2 months

b. meaning of opposites N=7
(average gain = .7, average instruction time $2\frac{1}{2}$ months)

	Individual gain	Instruction time
1.	.7	4 months
2.	.7	2 months
3.	.4	2 months
4.	.7	2 months
5.	.9	3 months
6.	.9	4 months
7.	.8	2 months

c. reference skills N=6
(average gain 2.3, average instruction time 2 2/3 months)

	Individual gain	Instruction Time
1.	2.3	2 months
2.	2.4	2 months
3.	1.2	2 months
4.	3.6	5 months
5.	3.4	3 months
6.	.9	2 months

d. vocabulary N=10
(average gain 1.9, average instruction time 2 months)

	Individual gain	Instruction Time
1.	3.4	2 months
2.	1.1	2 months
3.	1.6	2 months
4.	1.2	2 months
5.	2.0	2 months
6.	1.3	2 months
7.	2.1	2 months
8.	3.0	3 months
9.	2.1	2 months
10.	.7	2 months

e. interpretation of material N=6
(average gain 1.9, average instruction time 3 months)

	Individual gain	Instruction Time
1.	1.1	2 months
2.	.9	4 months
3.	3.7	3 months
4.	2.0	2 months
5.	2.4	5 months
6.	1.0	3 months

f. following directions N=5
(average gain 1.2, average instruction time 2½ months)

	Individual gain	Instruction Time
1.	.5	2 months
2.	2.6	3 months
3.	.6	4 months
4.	2.2	2 months
5.	.3	2 months

II. Interpretation of Data

Significant improvement is noted when underachieving student is given special instruction in small groups. The length of time spent in this research was not sufficient for objectively evaluating carry over of gain into the regular classroom reading situation.

Gains recorded indicate that research should continue in providing different types of reading assistance for the underachieving student.

SPLIT READING SESSION

The following data concerns the split reading session conducted in two participating schools, Columbia and Carver Elementary Schools.

Split Session Reading was conducted in grades 1 through 6. One half of the class came to school at 8:30 am for reading instruction and were dismissed at 2:30 pm. The other half arrived at 9:30 am and were dismissed at 3:30 pm. This enabled the teacher to work with small groups using a language arts approach.

The following table compares current 6th grade reading scores with 6th grade scores of preceding years:

California Reading - Grade 6

Year	Month Tested	City medians Voc.	City medians Comp.		School medians Voc.	School medians Comp.
1960	April	7.8	7.5	Carver	6.2	5.8
				Columbia	6.4	5.5
1961	April	7.5	7.5	Carver	6.2	6.2
				Columbia	6.4	5.8
1962	May	7.8	7.6	Carver	6.4	6.2
				Columbia	6.0	6.0
1963	March	7.5	7.5	Carver	6.5	6.4
				Columbia	5.9	5.4
1964	March	7.5	7.4	Carver	6.1	5.8
				Columbia	5.8	5.6
1965	May	no testing conducted		Carver	5.9	6.4
				Columbia	6.0	6.4

No significant change is noted for Carver School. Columbia, however, made some gains in both reading vocabulary and comprehension.

It is felt that over a period of time this method of scheduling students for reading will prove beneficial and further research is recommended.

EVENING COUNSELING

Thomas A. Edison High School

Six counselors were employed whose objectives were to provide opportunities for parents to become better acquainted with school procedures and goals. Counseling sessions were designed to improve school-home rapport which would in turn provide the student with more positive attitudes toward attaining success in the school environment.

I. Phases of Parent counseling:

A. 9th and 10th grade parents selected at random

B. Parents of potential dropouts

C. Parents of non-achievers (three of more F's reported)

D. Follow up with parent on progress reports when student failure was indicated

E. Group counseling involving several parents in one session

F. Interviews with parents attending adult school whose children were enrolled in Fresno City elementary schools

G. Registration of parents in adult school

II. Phases involving parent and student:

A. Pre-eleventh grade registration (approximately 240 families)

B. Follow-up on 11th and 12th grade students at request of day counselor

C. Counseling with parents of 11th and 12th grade students when visit during school hours could not be arranged with day counselor

D. Home visits when parents unable to visit school

III. Statistical Data:

The data which follows covers statistics concerning contacting families for interviews and general information gained from counseling sessions with parents.

Report on Parent Contact:

	NEGRO	MEX-AM.	ORIENTALS	TOTAL
Number of phone contacts (actual number of families)	294	75	16	385
Number of letter contacts made (other than initial)	58	26	3	87
TOTAL NUMBER OF PEOPLE CONTACTED	352	101	19	472

Report on parent contact:

	NEGRO	MEX-AM.	ORIENTAL	TOTAL
Parents who came in as result of contact	153	43	8	204
Parents who made appointment and didn't show	68	27	4	99
Parents who did not desire appointment (for any reason)	131	31	7	169
Total number of phone calls made	494	133	22	649
Total number of letters sent (not including initial contact)	88	30	4	122
Total number of contacts (2 previous items)	582	163	26	771
Average number of contacts per interview completed	3.8	3.8	2.75	3.78

B. Summary of Findings from Interviews:

1. Ethnic Groups

43 Mexican American
153 American Negro
7 Oriental
1 Anglo-American

A total of 204 families contacted

2. Family Size

These were predominantly large families: Average number of children in each family :

Mexican-American families	5.1
American-Negro families	6.3
Oriental-American families	3.7
One Anglo-American family	3.0

(U.S. average is slightly under 2 children per family.)

3. Family Make-up

Children living with:

	Both Parents	Mother-Father absent	Mother and Step-father	Guardian - both parents absent
Mexican-American	27	12	1	3
American-Negro	66	57	16	14
Oriental-American	7			
Anglo-American				1

4. Parental Educational Levels

	None	Elementary 1-3	Elementary 4-7	Completed 8th Grade	Completed High School	No Record
Mexican-American	12	14	14	14	2	10
American-Negro	18	49	49	61	21	21
Oriental-American			1	1	4	8
Anglo-American						1

5. Aspiration for Children's Education

	High	Modest	Little Apparent Understanding
Mexican-American	18	15	10
American-Negro	45	70	38
Oriental-American	7		
Anglo-American	1		

6. Employment of Fathers

	Farm Labor	Semi-Skilled	Skilled	Unemployed	Absent from Home
Mexican-American	15	12		4	12
American-Negro	16	51	10	12	64
Oriental-American		1	6		
Anglo-American					1

46% of all families are unemployed or absent from home.

7. Sources of Income

	Parent's Earnings	Public Assistance
Mexican-American	30	13
American-Negro	83	70
Oriental-American	7	
Anglo-American	1	

41% of all families receive public assistance.

8. Housing (information on only eight home calls)

	Adequate	Inadequate	Inadequate Size and Facilities
Mexican-American	2	1	1
American-Negro	2	1	1
Oriental-American			
Anglo-American			

IV. Recommendations:

A. The following are recommendations made by the counselors:

1. Continuation of program in order to provide counseling service to parents who are unable to make daytime appointments

2. Clerical assistance to make appointments and keep records

3. Addition of more daytime counselors

4. Experiment with using counselors as "home-school coordinators"

5. Provision of counselors for elementary schools for early detection and provention of problems

6. Continuation and expansion of vocational training at Edison High School

7. Extension of occupational training for youth and adults who have completed or dropped out of high school to enter labor market

8. Make provision for additional contact with auxliary service, such as Dept. of Employment, Welfare, County Health Department, local employers, etc.

PROJECT CENSUS

The project census covers the eight schools participating in the compensatory education program. Included are: 6 elementary schools (K-6); 1 junior high school (7-8); 1 senior high school (9-10-11-12); and 2 compensatory education pre-school classrooms.

Grade	Boys	Girls	Total	Negro	Mexican	Indian	Oriental	Anglo	Other
Pre-School	22	21	43	43					
K	266	245	511	340	139		18	13	1
Pre-1st	23	10	33	31	2				
1	328	278	606	405	170	1	10	15	5
Pre-2nd	8	14	22	17	5	1			
2	260	253	513	343	140	1	17	12	
2/3	24	20	44	40	4				
3	260	224	484	313	144	2	15	7	3
3/4	11	15	26	10	12			2	2
4	226	244	470	314	127		19	8	2
4/5	28	28	56	45	10			1	
5	226	185	411	262	105	1	25	18	
5/6	15	5	20	11	9				
6	253	240	493	317	149		18	9	
Spec.Ed.	19	12	31	21	10				
7	213	174	387	275	96		11	4	1
8	186	206	392	267	107		17	1	
9	143	191	334	232	90		10	1	1
10	170	160	330	230	83		17		
11	108	130	238	158	68		9	1	2
12	83	95	178	120	49		9		

BUDGET BREAKDOWN FOR McATEER ACT

I. Budget Breakdown for two years

A. Salaries and Wages

1. Teachers (includes the following:)

a. Two pre-school teachers (5.87 per hr.)

b. Two reading opportunity teachers ($5.87 per hr.)

c. Six evening counselors ($6.00 per hr.)

d. Coordinator of program (yearly contract)

e. Forty-three study center teachers ($5.86 per hr.)

f. Thirty-four sociology students from Fresno State College as study center teacher helpers ($1.50 per hr.)

g. Two extended day teachers for 2nd. grade students ($5.87 per hr.)

h. One pre-school teacher aid ($1.75 per hr.)

Sub Total $37,040.35

2. District, County, and Consultant Personnel

a. One director of program (yearly contract)

b. One secretary (10 month contract)

c. One Fresno State College reading consultant (400.00)

d. Inservice education meetings (includes personnel from 8 compensatory schools and includes fees and expenses for out of town speakers) ($600.00)

e. County school personnel were used to produce "Rx for Dropout" and photography ($180.00)

f. One nurse provided health services for pre-schools (yearly contract)

3. Other

   a. One guidance and testing person ($700.00)

   b. Substitutes hired for released time for teachers to work on projects at the Edison High School (one substitute hired at $19.00 per day for two months to enable teacher to work on non-grade English project) (one substitute hired at $18.00 per day for one week to enable a teacher to help with pre-registration of students at Edison High School)

Sub Total $25,733.85

B. Travel of Project Personnel

1. Compensatory office personnel which included director, coordinator and 2 pre-school teachers. (Ten out of town conferences were attended with travel (district car was used); lodging ($10.00 per day); and meals ($7.00 per day); and registration fees reimbursed by the district). All conferences pertained to the "disadvantaged

2. Teachers and administrative representatives from the 8 participating schools were included in the out of town conferences.

3. Fresno State College reading consultant that was employed by the district was also a participant in out of town workshops and conferences

Sub Total $ 1,336.00

C. Operating Expenses

1. Instructional materials and supplies

   a. Pre-school materials were purchased such as:

      2 Vowel poster cards $6.00
      3 Peg board-small $2.10
      3 Dolch paper words $6.00

3 Dolch picture word games (95 most common sounds) $3.50

3 Phonetic word drill cards $7.50
1 Picture - phonic cards $2.75
50 Nap Mats, Doughboy $99.00
3 Block, giant, sets $14.85
1 Stove, wolverine $9.95
1 Sink, wolverine $9.95
2 Wagons, radio flyer $25.76
3 Cans color, dry tempera, turquoise blue $.97

6 Yards cloth, muslin, unbleached $1.52
2 Paper, crepe, flameproof, black $.17
1 Paper, poster, orange 12" x 18" $1.10
1 Roll paper wrapping, 50 lb. $3.77
8 pr. scissors, blunt, 4½" $1.80
3 Rolls Tape, masking, 3/4" x 60 yds. $1.07
1 Set Dunham #101-276 Table and Chairs $13.95

The above is only a partial sampling of pre-school instructional materials and supplies

b. Compensatory Office supplies were purchased such as:

1 Box Envelopes, manila, legal size, 500 per box $1.90
1 Box Envelopes, manila, letter size $1.89
2 Pkg. Masterset, liquid duplicator 8½" x 11", 100 per box $5.78
6 Ammonia, household, qt. $1.48
2 Box rubber bands, assorted sizes, $.47
2 Blotter, desk, brown $.13
5 Calendar Pad filler, 1965 $1.27
2 Calendar Pad holder "Bunch of Dates". $1.26
3 Pkg. Card, plain, white 3" x 5" $.27
2 Cans Cement, rubber 4 oz. $.41

The above is only a partial sampling of compensatory office supplies and materials

c. Elementary materials and supplies were purchased for split session reading such as:

1 Hays Sixth Grade Language Drills $3.50
3 S.R.A. Math Symbol Set (plastic) $6.00
3 Magic Cards - Blends and Digraphs $2.40
3 Quiet Pal Game $2.40
3 Child Health Posters in Color $2.25

1 Hayes- Second Grade Language Drills $3.50
4 Initial and Final Consonant Charts $29.00
2 Compound Phonograms $7.00

The above is only a partial sampling of elementary instructional materials and supplies.

d. Materials and supplies purchased for the language program at the Edison High School were:

1 Record, 12", 33⅓ rpm. #9791 Vol. I Anthology of Negro Poets $5.28
1 Ditto #9792 Vol. II, Anthology of Negro Poets $5.28
1 Album of 2 records Negro Music of Africa and America $10.56

The above is only a partial sampling of secondary instructional materials and supplies.

Sub-Total $ 6,356.00

2. Evaluation Materials.

California reading tests, Peabody Picture Vocabulary Tests, Met. Reading Tests were given at various times in the pre-schools and elementary schools. (The tests were used to pre-test and post-test.)

Sub-Total $ 100.00

3. Travel by Pupils.

Individual requests from each of the 8 schools show that 5,000 children have been transported by city municipal lines, school buses, and individual cars. (100 trips were taken to raise the self image of students in the Edison District.)

Sub-Total $ 3,620.00

D. Equipment

1. Special equipment

a. 1 table, folding for office $31.82
b. 1 Cot, aluminum frame, green canvas cover for "health services" $11.39

c. 1 File Cabinet, single drawer 5 x 8 card, grey 16" deep for "health services". $4.24
d. 4 Basket, file, legal size for office $12.12
e. 15 Chair Folding Steel frame for parent education meetings $74.55
f. 1 Cutter, paper for compensatory office $18.85
g. 1 Tape recorder, half track to use with Jr. High School students and pronunciation lessons $167.44
h. 1 Thermo Fax Machine for compensatory office to prepare materials for inservice education meetings $248.56
i. 1 Chair-posture for secretary to use in compensatory office. $61.00
j. 1 Ramp and Stairs, playground for pre-school yard equipment $124.53
k. 2 Piano (used) for pre-school classrooms, $208.00
l. 1 Duplicator - Liquid (Rocket) manual for Compensatory office $264.78

The above is only a partial sampling of special ecuipment that has been purchased

Sub-Total $ 4,749.22

E. Other Expenses

1. Construction and Remodeling of pre-school and office buildings $17,472.77

2. Custodial Salaries $1,457.50

3. Utilities, Custodial Supplies, Retirement and Insurance, etc. $5,146.45

Sub-Total $24,076.72

TOTAL $103,012.14
for 2 year
expenditure